DOCUMENT RESUME

ED 333 075 UD 028 083

AUTHOR Fasenmyer, Mary S.
TITLE Minority Advancement Program: A Research Report on an Operative Educational Model.
INSTITUTION Mount St. Mary's Coll., Los Angeles, CA. Doheny Campus.
PUB DATE 90
NOTE 66p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Persistence; College Students; *Females; Higher Education; *Minority Groups; Models; Questionnaires; *School Holding Power; *Student Recruitment; Urban Schools
IDENTIFIERS *Mount Saint Marys College CA

ABSTRACT

This study analyzes the components of the educational process at Mount St. Mary's College (Los Angeles, California) that contribute to the achievement of female minority group college students and proposes a model based on the findings. Information was gathered from student, faculty, and administrator questionnaires and structured interviews. The following findings are presented: (1) student motivation to attend college was primarily based on personal desire to obtain a college education and qualify for a good job; (2) the two most important factors in recruitment were financial aid and assistance from the admissions staff; (3) both students and faculty rated a campus climate of warmth, trust, and general caring and individual attention from faculty and staff as the most important factors contributing to student success; and (4) students rated a campus climate that encouraged study and learning as the most important factor in student persistence. The following components of a model college program for minority group women are outlined: (1) a supportive campus climate; (2) adequate student support services; (3) an academic program that emphasizes student needs; and (4) student services that reflect cultural diversity. Statistical data are presented in 13 tables. Three survey questionnaires are appended. (FMW)

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MOUNT ST. MARY'S COLLEGE

LOS ANGELES, CALIFORNIA

MINORITY ADVANCEMENT PROGRAM

A Research Report on an Operative Educational Model

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MOUNT ST. MARY'S COLLEGE
LOS ANGELES, CALIFORNIA

MINORITY ADVANCEMENT PROGRAM

A Research Report on an Operative Educational Model

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Chief Investigator: Mary S. Fasenmyer, Ph.D.
June 15, 1990

PREFACE

Mount St. Mary's College since its founding has been committed to offering an excellent education to its students, including many first-generation college goers. As the population of Los Angeles has changed, the ethnic background of our students has reflected this change, and the College has designed and refined programs dramatically successful in educating these new Americans.

Recently, the College has gained national recognition for these programs, especially those offered on its downtown Doheny Campus. Inquiries continue to be received from all over the country. Questions have arisen as to whether the programs were adaptable to other campuses and which components were essential to the success of students. In order to address these questions and thus be prepared to offer to other educators a successful, comprehensive model that works, Mount St. Mary's College sought funding to conduct research to define the essential elements and describe the model. We are grateful to the Ford, AT&T, and Teagle foundations for this funding.

This monograph describes the results of a two-year research project. It is our hope that the model described, or at least many of its components, will be of use to other colleges and universities who are committed to recruiting and retaining under-represented students of color in higher education. Their lack of success in many institutions of higher education is a tragic loss of human potential and a loss of talent to our society. It is not they who must change. It is higher education which must re-think programs, curricula, and activities to create within our institutions a new vision which will be more conducive to the success of this new student body. A multicultural and student-centered environment benefits all students, both the students who are currently under-represented in higher education and the student who has been the traditional college-goer.

MSMC has attempted to develop such an environment and continues to reflect and respond to new needs.

We are grateful to the research director of this project, M. Sarah Fasenmyer, Ph.D, and to our advisory board, Helen Astin, Ph.D. (U.C.L.A., Higher Education Research Institute); Cecilia Burciaga, Ph.D. (Stanford University); Donald Phelps, Ph.D. (Chancellor, Los Angeles Community Colleges); John Slaughter, Ph.D. (President, Occidental College); and Stephen Walsh, C.S.C., Ph.D. (Principal, Notre Dame High School and formerly President of St. Edwards University); who assisted and guided us with their insights and probing questions.

Sister Kathleen Kelly

Los Angeles, California
July, 1990

Sister Kathleen Kelly, CSJ, Ph.D.

EXECUTIVE SUMMARY

The principal objective of this research was to validate an operational model which has proved successful in the education of minority women at the undergraduate level. Given the current national concern about declining numbers of students from minority backgrounds who participate in higher education, it is hoped that the results of this study will be helpful to other colleges.

The focus is the Associate in Arts degree program at the downtown Doheny campus of Mount St. Mary's College, Los Angeles. This program annually enrolls approximately 200 young women with an ethnic breakdown of about 10% Asian, 17% Black, 63% Hispanic, and 10% White. The average high school GPA for freshmen entering the program has been 2.50 and the average composite SAT score 662. From the group entering in September 1986, 64.1% graduated with an Associate in Arts degree and/or transferred into the College's baccalaureate program at the Chalon campus.

The basic research design was developed collaboratively with UCLA's Higher Education Research Institute. After an extensive review of the literature, questionnaires were distributed to students, faculty and administrators, and structured interviews conducted. Central measures of tendency were employed in data analysis, with the T-test used to compare groups and test for significant differences. Key findings include:

- The motivation to attend college is primarily neither family nor high school guidance, but a personal desire to obtain a college education and qualify for a good position.

- The two most important factors in recruiting these students are financial aid and the assistance of the Admissions staff.

- A campus climate of warmth, trust, and general caring and the individual attention by faculty and staff were judged by *both* students and faculty to be the most important factor contributing to student success because they engender in the student a sense of dignity and worth.

- Students rated a campus climate that encourages study and learning as the factor most important in their persistence.

Assuming a *commitment of the college administration to minority education*, the following have been identified as components of a successful college program for minority women:

- A supportive campus climate including an active concern for student needs, a sense of community, and counseling services;

- Adequate academic support services including an extended freshman orientation class; a center where students learn study skills, time management, and problem solving; and a system for tracking the individual student's progress;

- An academic program that includes individual testing and placement, curricula that meet students' diagnosed needs, competent and dedicated faculty, reliable academic advisement and a library with adequate multicultural holdings; and

- Student services that include a general multicultural awareness on campus, appropriate campus housing, financial aid and counseling, career guidance, and a program of social activities that reflect the cultural diversity of the student body.

The outcomes of this study are most encouraging and, at the same time, provide opportunity for Mount St. Mary's College to make its program even stronger and more vital to minority women.

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MINORITY ADVANCEMENT PROGRAM

A Report on the Education of Minority Students at Mount St. Mary's College, Los Angeles, California

1990

CHAPTER I

INTRODUCTION

GENERAL PURPOSE OF THE STUDY

This study was conducted to analyze the components of the educational process which contributes to the achievement of minority students at Mount St. Mary's College, Doheny Campus, and to develop an educational model based on the findings of the study.

Besides being a summary of the research procedures employed in the study, this report is also a presentation of the principal factors of the model which were identified and verified for their critical importance to the educational process in general, but especially to the education of minorities.

Funding was provided by the Ford Foundation, the Teagle Foundation and the AT&T Foundation, whose assistance is acknowledged gratefully.

BACKGROUND OF THE STUDY

The national concern for the plight of the schools in America, particularly at the elementary and secondary levels, has sharpened considerably during the past decade. A number of critical studies have emerged, including the well-known A Nation at Risk[1] and High School[2], to mention only two such works which have addressed the problems at these levels.

More recently, the focus has been on higher education. Among the concerns raised is the declining number of students from minority populations who are participants in higher education, and the alarming future of the nation if these members of society are not educated to their potential. The American Council on Education reports on the present situation:

> After extensive examination of demographic and economic data, review of the relevant research in the field, and consultation with numerous experts, the Commission reached a disturbing conclusion: America is moving backward--not forward--in its efforts to achieve

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[1] A Nation at Risk: The Imperative for Educational Reform. The National Commission on Education, Washington, D.C., 1983.

[2] High School: A Report of the Carnegie Foundation for the Advancement of Teaching. New York: Harper and Row, 1983.

> the full participation of minority citizens in the life and prosperity of the nation.[3]

This same report projected further and called for a rededication of all segments of society to "overcoming the current inertia and removing the remaining barriers to a full participation in education and in all other aspects of American life."[4]

There is ample evidence in the literature[5] that at least some of the barriers referred to above exist within the institutions of higher education themselves, such as highly selective admissions standards, lack of financial assistance, and failure to understand and accept diverse cultures on the campus. Deficiencies are found at the elementary and secondary levels of education, and poor instruction at these levels may preclude minority students from the attainment of the degrees offered by the colleges and universities. However, colleges cannot ignore the problem, nor conclude that corrections must be initiated at the lower levels before such students can receive the benefits of higher education, and thus be prepared to enter the mainstream of American society and professional employment.

Many colleges have made attempts to include minority students in their programs, and the success of these efforts differs among the schools. The American Council on Education has reported several successful programs and strategies to enhance programs for the minorities, including those of Mount St. Mary's College.[6]

The present report is a research investigation of the successful educational programs for minority students at Mount St. Mary's College, Los Angeles, California.

IMPORTANCE OF THE STUDY

This study is extremely important at this time. The education of minorities has been stressed as essential to the health and vigor of the country. That the nation is falling behind in the numbers of minorities entering higher education was documented earlier in this report in the findings of the American Council on Education. This conclusion has been verified repeatedly in the

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[3] One-Third of a Nation: A Report of the Commission on Minority Participation in Education and American Life. American Council on Education & Education Commission of the States, 1988, p. 3.

[4] Op. cit., p. viii

[5] See, for example, the complete issue of Change, May/June 1988, Volume 20, Number 3.

[6] Minorities on Campus. Green, Madeleine F. (ed.), American Council on Education, 1988.

literature.[7] The study should provide encouragement, as well as useful information, to colleges seeking to reverse the trend of declining minority participation.

Also, minority students are concentrated in community colleges. In the fall of 1986, over 55 percent of Hispanics and just over 43 percent of the Blacks attending college were enrolled in two-year institutions. Few of these students ever go on to attend or graduate from four-year institutions.[8] There are a number of research studies which deal with the community college population of minority students, and considerably more research is needed. However, there is a paucity of research concerning the programs and minority participation in a women's two-year college such as Mount St. Mary's College, Doheny. This study should add to the literature on the subject and be of considerable interest to other colleges.

EXTENT OF THE STUDY

This study is limited to an assessment of the two-year associate degree program at Mount St. Mary's College, Doheny Campus, and the development of a model which describes and explains the program on this campus. While it is intended that the model be disseminated and utilized on other campuses, any formal research to evaluate the model in the light of further usage and refinement will be considered as an additional research report.

The two-year Associate in Arts degree program was originally initiated on the Doheny Campus in 1962, but the curriculum of the program has undergone considerable modification since that time. Various components have been strengthened or entirely new components introduced. The present curricular model being considered as the basis for this research undertaking can be said to have existed for the past ten to twelve years, and the success of the program has been most marked during these years.

Many of the critical elements of the MSMC model of minority education may have been described in the literature and may be working successfully on other campuses. These elements have a high degree of generalizability. However, in this particular research endeavor, the model has been verified by the participating students of Mount St. Mary's College, a population of female, traditional-age, full-time students. Additionally, it has been verified by the faculty and staff of Mount St. Mary's College, and the results have been compared. These conditions must be considered in the interpretation of the study.

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[7] Chronicle of Higher Education, July 23, 1986. Also in Higher Education and National Affairs, Volume 36, Number 21, November 2, 1987, p. 1.

[8] Green. op. cit., p. 3.

SETTING OF THE INVESTIGATION: MSMC

The College. Mount St. Mary's College (MSMC) was founded in Los Angeles, California, in 1925. The founding group was the Sisters of St. Joseph of Carondelet, which congregation continues to sponsor the institution. The College is a Roman Catholic institution, and its original campus is located on a beautiful hilltop setting in an affluent area of West Los Angeles. This is the main campus of the College and is referred to as the Chalon Campus. The College was founded as a traditional liberal arts college for women only. As the College has grown and thrived, it has introduced several professional programs, all supported by liberal arts foundations.

The College has been strong academically and has gained a reputation for excellence. It has been singled out for national recognition, both for the minority education program which is now in place, as well as other programs on the campus.[1]

In 1962 the College was extended an invitation to open its second campus, now known as the Doheny Campus. This campus presented an opportunity to provide options in the admission and recruitment of students whose credentials might seem to be less favorable than the students being admitted to the Chalon Campus. Programs were developed to meet the needs of these young women at the Associate in Arts level. Credits earned were transferrable to the baccalaureate level, or transferrable generally to other institutions of higher education.

While the Doheny Campus is located in a poor socio-economic section of the city, it is a lovely campus situated on property which was formerly owned by oil magnate Edward L. Doheny and his wife, the Countess Estelle Doheny. It consists of two city blocks of stately Victorian residences in a setting of exotic trees and flowers. Three modern buildings have been added to the campus to serve the functions of library and classroom buildings, dormitory, and chapel. While virtually self-contained, the College also shares some of the services offered by the University of Southern California, which campus is immediately to the south of the Doheny Campus.

The College provides commuter service between the Chalon and Doheny campuses.

Student Characteristics. Minority students constitute the majority of student population on the Doheny Campus. The percentage of Hispanics exceeds the percentage of Hispanics reported for the Los Angeles Metropolitan area, but the

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[1]Mount St. Mary's College has been acknowledged by the American Council on Education (ACE), the Western Interstate Commission for Higher Education (WICHE), the State of Michigan's Office of Minority Equity, AT&T Corporation, and the Consortium for the Advancement of Private Higher Education (CAPHE), as one of the very few colleges in the United States having a comprehensive, successful program for ethnic minority students. In October, 1989, the college was rated highly in U.S. News & World Report and in Changing Times, Kiplinger Newsletters.

percentage of Blacks is consistent with the area.[10] Table 1 reports on the ethnic composition of the entering freshmen to the Doheny campus from 1986 to the present.

FIRST-TIME FRESHMEN (DOHENY CAMPUS)
ENROLLMENT BY ETHNIC GROUPS

PROGRAM	1986-1987		1987-1988		1988-1989	
	No.	%	No.	%	No.	%
ASSOCIATE PROGRAM						
1st Time FRESHMEN						
Asian	13	10.1	15	11.6	11	9.5
Black	17	13.2	26	20.2	20	17.2
Hispanic	83	64.3	70	54.3	73	62.9
White	16	12.4	18	14.0	12	10.3
TOTAL	129	100.0	129	100.0	116	100.0

TABLE 1

Doheny is considered a residential campus. Students are housed in a modern dormitory building, and also in the Victorian homes, which make up the Doheny properties. Approximately two-thirds of the students live in the residences at Doheny.

The students are full-time and carry average to heavy academic loads. In the fall of 1989, the total student enrollment in the Associate in Arts program was 193 students, of whom 95 percent were in full-time study. The students often hold both on- and off-campus jobs during their years of enrollment, and often it is necessary for them to work fairly long hours.

The principal criterion for admission to the Associate in Arts program is the *potential for success in college-level study.* Many of the students can be described as high-risk students, whose learning potential is often untapped. For many of these students, English is spoken as a second language, and this factor may affect their ability to score well on the standardized tests for admission. TABLE 2 shows the mean scores of the entering students on the SAT test and also their high school grade point average.

[10]See the Statistical Abstract of the United States, 1989 edition, which lists the population of Blacks in Los Angeles County as 17 percent and the population of Hispanics as 27.5 percent. (Published by the U.S. Department of Commerce, Bureau of the Census).

HIGH SCHOOL GRADE POINT AVERAGE (DOHENY CAMPUS)
S.A.T. SCORES
FIRST-TIME FRESHMEN

	HIGH SCHOOL G.P.A.	S.A.T. SCORES
FALL 1985	2.49	664
FALL 1986	2.59	658
FALL 1987	2.50	660
FALL 1988	2.50	662
FALL 1989	2.61	666

TABLE 2

The Office of Institutional Research at Mount St. Mary's College defines student success for the Associate in Arts Program as follows:

1. The student completes the Associate in Arts degree.

2. The student transfers to another collegiate program in good standing, either on the Chalon Campus of Mount St. Mary's College, or that of another institution.

3. The student withdraws from the program in good standing.

The College has maintained a favorable rate of student retention in the Associate in Arts Program, as is indicated on TABLE 3 which follows:

ASSOCIATE PROGRAM (DOHENY CAMPUS)
FIRST-TIME FRESHMEN TO SOPHOMORE RETENTION

Year / # Matriculating		Enrolled	+	I.P.T.*	=	RETENTION	PERCENT
Fall 1989		Fall 1990		+	=		%
Fall 1988	112	Fall 1989		+	=		%
Fall 1987	129	Fall 1988	74	+ 13	=	87	67.4%
Fall 1986	131	Fall 1987	82	+ 9	=	91	69.5%
Fall 1985	115	Fall 1986	67	+ 17	=	84	73.0%

* I.P.T.: Inter-Program Transfer from the Doheny to the Chalon Campus

TABLE 3

Data compiled by the Office of Institutional Research, Mount St. Mary's College

The College has an excellent record of graduating the students from the Associate in Arts Program, utilizing its own institutional definition. TABLE 4 reports the numbers and percentages of first-time freshmen to graduation. It should be noted that the numbers of students who have graduated with the baccalaureate degree show an increase in each three-year span. The percentage of graduating students at Mount St. Mary's College is currently computed at approximately 67 percent. The success rate figure cited for the California State University System is 22 percent success among whites, 13 percent among Blacks, and 25 percent among Hispanics.[11]

FIRST-TIME FRESHMAN TO GRADUATION RATES
(DOHENY CAMPUS)

Percent of entering full-time Associate freshmen who graduate and/or are inter-program transfers

Span	Inter-program Transfers	<------ Graduated ------> AA Only	AA & IPT	Total	Currently Enrolled	GRAND TOTAL
1987-1990	13				74	87
(129)	10.1%				57.4%	67.4%
1986-1989	14	26	32	58	12	84
(131)	10.7%	19.9%	24.4%	44.3%	9.2%	64.1%
1985-1988	22	21	24	45	0	67
(115)	19.1%	18.3%	20.9%	39.1%		58.3%
1984-1987	13	17	3	20	0	33
(74)	17.6%	23.0%	4.1%	27.0%		44.6%
1983-1986	23	10	6	16	0	39
(89)	25.8%	11.2%	6.7%	18.0%		43.8%

TABLE 4

[11]Hayden, T., Beyond the Master Plan: A New Vision for Higher Education in California. 1986, p. 9.

The number of successful students has grown from a percentage of 43.8 in the 1983-1986 span to a new high of 67.4 percent in the 1987-1990 span. This is an outstanding record.

It was the consideration of the statistics supporting its achievements that led the administration of Mount St. Mary's College to seek external funding to document its success story. Also the Neylan Conference, of which Mount St. Mary's College is a member, had expressed a strong desire to collaborate in the research project and to adapt the findings of the study to meet the needs of a large number of its institutions. Collaboration with the Neylan Conference has been a part of the research effort, and will be a strong component of the dissemination phase.[12]

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[12]The Neylan Conference is a group of approximately 105 colleges, all of which were founded and are sponsored by Roman Catholic religious orders of women. The Conference is affiliated with the Association of Catholic Colleges and Universities, with headquarters in Washington, D.C.

CHAPTER II

DESCRIPTION OF THE STUDY

GOALS. This study was designed to accomplish three general goals, which are as follows: 1.) the assessment of the Associate in Arts Program at Mount St. Mary's College, Doheny, which facilitates disadvantaged minority students to persist in the College and earn associate and/or baccalaureate degrees; 2.) the interpretation of the data to construct an educational model to make possible the replication of the program in other colleges; and 3.) the dissemination of both the model and the results of the verification of the model.

Specific objectives included the following:

(a) To research and validate the components contributing to student success in the two-year associate degree program for minorities of Mount St. Mary's College, Doheny Campus

(b) To analyze the data collected and construct an educational model

(c) To publish a research report and the educational model which is developed through the research study

(d) To disseminate the model and related findings to other colleges and to initiate a three-year pilot project, during which time these colleges would implement the model on their campuses

(e) To conduct training sessions for the personnel of interested colleges using the results of the research study and the MSMC model.

This study reports on the attainment of the three goals of the project, and on the first three of the objectives stated above. Research is continuing and the achievement of the remaining two objectives will be described in a further report.

METHODOLOGY. The basic research design was developed collaboratively with the Higher Education Research Institute (HERI),[13] and the first phases of the research were completed by personnel associated with that Institute. The initial interviewing and data-collection were begun in 1987.

The HERI personnel selected the theoretical background drawn from the work

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[13]Higher Education Research Institute, University of California at Los Angeles, California.

of A. W. Astin,[14] in which he examines the outcomes of a college. The Astin model stipulates that the impact that college programs have on students is determined in part by the type of student participation in the program and in part by the program itself. Thus both the student and program characteristics impact traditional outcomes. The student brings her basic characteristics and limitations to the college experience, and in turn, the capability of each program to involve the student contributes to the educational outcomes. Data of three types were required: incoming student characteristics, program participation/involvement, and educational outcomes.

The following procedures were included as fundamental in the basic design established by HERI, and utilized in the initial and final phases of the research:

(1.) Variables were researched for the purpose of inclusion in the study.

(2.) Students were polled to determine their perceptions of the model components of the educational programs on the Doheny Campus.

(3.) Data from the questionnaires were analyzed to form the components of the model.

The first procedure involved an extensive review of the literature and a study of available models for the education of minority students on several campuses. The review of the literature formed the basis of the structured interviews which were held with faculty, staff, and students to obtain information related to the perceptions of programs at Mount St. Mary's College, Doheny.

The second procedure involved the development of the appropriate questionnaires based on the results of the structured interviews conducted with faculty and students. A preliminary questionnaire was developed by the research team at HERI and administered in 1987 to a sample of 73 students. It served as a pilot study for the complete study to follow.

The questionnaire was modified in 1988 by the principal investigator of the project, and administered to a group of 200 students. (See Appendix B.) A parallel questionnaire was developed and administered to a selected sample of faculty and staff from the Doheny Campus. (See Appendix C.)

The third procedure involved the analyses of the data from the responses to the questionnaires. Central measures of tendency were used in analyzing the specific item responses, including mean, median, and standard deviation. The T-test was used to compare groups and to test for significant differences. The statistical analyses of the variable responses were used to determine the model which emerged.

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[14]Astin, A. W., "Student Involvement: A Developmental Theory for Higher Education. Journal of College Student Personnel, July, 1984, pp. 297-308.

An additional instrument, the Institutional Readiness Survey, was designed primarily for use in the dissemination and training phases of the project. It was administered in March of 1990 to a selected sample of faculty, administrators, and members of the Board of Trustees of MSMC. The content was drawn principally from the two questionnaires listed above. The results were not used in the models which emerged from the study. (See Appendix A.)

CHAPTER III

ANALYSES OF DATA

DEMOGRAPHIC DATA. The demographic data reported here are those compiled from the responses to the administration of the Student Survey Form. (See Appendix B.) The responses represent the entire sample of 146 students who completed the questionnaire.

The frequencies reported in TABLE 5 which follows confirm the earlier description of this particular student body. The students are of traditional college age, and predominantly engaged in full-time study. All of the students are female. The racial mix on the campus is representative of the minorities populations in the Los Angeles area, particularly in the part of the city where the campus is located. The single minority group with the largest representation is the Hispanic group. The percentage of students (N = 146) who completed the survey and are members of minority groups is 83.5 percent.

It should be noted that the English language is spoken in 72.2 percent of the homes of these students. In 62.2 percent of the homes at least one parent has completed high school. In 58.0 percent of the families of these students, at least one sibling has attended college, and in 38.03 percent of the families at least one family member has obtained a bachelor's degree.

No information was requested concerning the level of income of the students.

DEMOGRAPHIC DATA

VARIABLE	N	RESULTS
1. Age	146	Mean: 21.8 years Median 19.7 years
2. Major	146	Frequencies
Business		32
Early Childhood Education		16
Liberal Arts		48
Pre-Health Science		26
Physical Therapy Assistant		5
Other		9
3. Status	146	
Full-time		144
Part-time		2
4. Status	146	
Commuter		60
Resident		86
5. Status	146	
Single		143
Married		3
6. Parent(s) Completed High Sch.	146	
Yes		91
No		55
7. Siblings Attended College	142	
Yes		71
No		71
8. Anyone in Family Completed B.A. Degree	146	
Yes		56
No		90
9. Anyone in Family Completed A.A. Degree	146	
Yes		59
No		87
10. Languages Spoken in Home	146	
English: Yes		106
No		40
Spanish: Yes		80
No		64
Other: Yes		15
No		131
11. Nationality	146	
Black		22
Asian		20
White Caucasian		14
Latina-Hispanic		82
American Indian		3
Other		5
12. Semesters at Mount St. Mary's	146	
> 4		116
< 4		30

TABLE 5

RECRUITMENT DATA. One of the areas under investigation in this study was the recruitment of minority students to the collegiate level of education. Items were included in the student questionnaire which allowed students to report their perceptions of certain recruiting strategies in relation to their own decision to attend college. (See Appendix B, Section M.)

The data on recruitment are reported in TABLE 6. The data do not support strongly any one of the recruitment strategies. There are a number of recruitment plans in effect at Mount St. Mary's College, but this group of students did not give high ratings to many of these strategies. The students did consider the information provided in advance by Mount St. Mary's College as important in their choice of a college, as well as the reputation of Mount St. Mary's College.

The significant finding from this portion of the study is related to the composition of the student body in attendance at this college. These students had a very strong desire to obtain a college education and also to qualify for a good position. These two factors were the strongest motivators in their decision to attend college. They were not recruited from families where college is the expected pattern upon the completion of high school. In many cases, the exact opposite is the norm. These particular young women were strongly motivated and acted upon their own convictions.

The amount of financial aid offered to the students was considered very important, as was the interest and assistance provided by the staff of the Admissions Office. The specific program or the academic field of specialization were not strong reasons for choosing Mount St. Mary's College.

RECRUITMENT DATA

PLEASE RATE EACH OF THE FOLLOWING FACTORS AS IMPORTANT TO YOU IN HELPING YOU TO DECIDE TO PURSUE A COLLEGE EDUCATION AT MOUNT ST. MARY'S COLLEGE, DOHENY CAMPUS.

4 = Very Important 3 = Important 2 = Unimportant 1 = Very Unimportant 0 = Cannot Rate

	(N = 146)	MEANS
1.	Desire to obtain a college education	3.892
2.	Desire to qualify for a good position	3.851
3.	Teacher/Counselor recommended Mount St. Mary's College	2.527
4.	Reputation of Mount St. Mary's College	3.351
5.	Information about Mount St. Mary's College provided before you decided to enroll	3.284
6.	Monday at the Mount program	1.612
7.	High School Visits (busing program)	1.633
8.	Summer Skills Program	2.101
9.	STEP pre-college program	1.177
10.	Amount of financial aid offered by Mount St. Mary's College/Doheny	3.176
11.	The interest and assistance provided to you by the staff of the Admissions Office	3.122
12.	A specific program or specialization offered at Mount St. Mary's/Doheny	2.912

TABLE 6

PROGRAMS AND SERVICES DATA. The next section of the survey was considered most important as a basic resource in the defining of the educational model which is operative at Mount St. Mary's College, Doheny Campus. This section dealt with

the programs and services on the campus. The questionnaire required the respondents to assess the quality of these programs and services. (See Appendix B, Section K.) The questionnaire which was developed for faculty and staff also required an assessment of quality of these same programs and services. (See Appendix C, Page 2.) The mean responses of the student respondents are included in TABLE 7, as are the mean responses of the faculty to the same items.

The agreement between the responses of the two groups was strong, although some differences were noted. Students value the teaching methods of the faculty, as well as the amount of outside study, more highly than do the faculty themselves. Faculty assessed the availability of reliable academic advisement significantly higher than did the students. Both groups gave low assessments to the individual testing and placement in courses, as well as to the required social action program of the College. Both groups tended to agree on the campus climate, and the individual attention given to the students.

The two groups of respondents were asked also to select the programs and services which they perceived as most important to success in pursuing a college education. Their responses are noted in TABLE 8.

The data reported in TABLES 7 and 8 were used extensively in developing the educational model which follows in CHAPTER IV.

CAMPUS SERVICES AND PROGRAMS

PLEASE RATE EACH OF THE FOLLOWING SERVICES AND/OR PROGRAMS PROVIDED FOR YOU AT MOUNT ST. MARY'S COLLEGE, DOHENY CAMPUS.

4 = Excellent 3 = Good 2 = Marginal 1 = Poor 0 = Cannot Rate (did not participate)

		MEANS		
		STUDENTS		FACULTY
1.	Campus climate of warmth, trust and general caring.....	3.419	*	3.844
2.	Concern felt for you personally and for your individual needs.....	3.351	*	3.844
3.	Individual attention to students by faculty and/or staff members.....	3.574		3.711
4.	General expertise of faculty.....	3.231		2.971
5.	Clear, direct and easily-understood teaching methods employed by the faculty.....	3.189		2.750
6.	Responsiveness of faculty to questions and to requests for further clarifications.....	3.155		3.070
7.	Amount of outside study required by the faculty.....	3.372	*	2.422
8.	Availability of reliable academic advisement.....	3.196	*	3.409
9.	General services provided by the Learning Resource Center.....	3.204		3.444
10.	Helpfulness of the staff in the Learning Resource Center.....	3.252		3.333
11.	Individual testing and placement in appropriate courses.....	2.824		2.533
12.	Collection of books and other materials in the Doheny Library.....	2.238		1.933
13.	Helpfulness of the staff in the Doheny Library.....	2.782		2.533
14.	Campus opportunities for enrichment through activities related to multicultural concerns.....	2.673		2.711
15.	Required Social Action Program (or alternatives, where appropriate)..	2.521		2.556
16.	Freshman Orientation Class (Group Experience Seminars).....	2.694		2.977
17.	Information provided about academic standing and/or progress (Early Warning System).....	3.211		3.409

* Indicates difference is significant

TABLE 7

CAMPUS SERVICES AND PROGRAMS: PREFERENCES

PLEASE SELECT FIVE OF THE ABOVE ITEMS WHICH YOU JUDGE TO BE THE MOST IMPORTANT TO YOUR ACHIEVEMENT AS A COLLEGE STUDENT AND/OR TO YOUR DETERMINATION TO CONTINUE AT MOUNT ST.MARY'S COLLEGE.

STUDENT RESPONSES	FACULTY RESPONSES
(Listed in order of preference)	
1. Campus climate of warmth, trust and general caring	1. Campus climate of warmth, trust and general
3. Individual attention to students by faculty and/or staff members	3. Individual attention to students by faculty and/or staff members
5. Clear, direct and easily-understood teaching methods employed by the faculty	6. Responsiveness of faculty to questions and to requests for further clarifications
8. Availability of reliable academic advisement	5. Clear, direct and easily-understood teaching methods employed by the faculty
17. Information provided about academic standing and/or progress (Early Warning System)	17. Information provided about academic standing and/or progress (Early Warning System)

TABLE 8

The data reported in TABLE 8 were unforeseen. The almost complete congruity of choices of students and faculty was an excellent verification of the perceived strengths of the campus. Given the controlled conditions of the administration of the two instruments, there was minimum possibility of undue influence being exerted in either direction.

These responses weighed heavily in the development of the educational model.

STUDENT SATISFACTIONS DATA. A brief section was included in the student questionnaire related to the satisfactions experienced in terms of opportunities for contacts on the Doheny Campus of Mount St. Mary's College. (See Appendix B, Section L.) Generally, the students reported themselves satisfied with the opportunities provided to them for meeting with other groups and individuals, although they expressed a measure of dissatisfaction with the opportunities provided for meeting with the administrators. The Student Satisfactions Data are reported in TABLE 9. The item which the students selected as strongest in the list of satisfiers was the opportunity provided for study on the campus.

STUDENT SATISFACTIONS

PLEASE RATE YOUR SATISFACTION WITH THE OPPORTUNITIES PROVIDED TO YOU AT MOUNT ST. MARY'S COLLEGE DURING YOUR ATTENDANCE HERE.

4 = Very Satisfied 3 = Satisfied 2 = Not Satisfied 1 = Very Dissatisfied
0 = Cannot rate (did not participate)

	N = 146	MEANS
Opportunity to meet with an advisor		3.246
Opportunity to meet with instructors		3.246
Opportunity to meet with administrators		2.601
Opportunity to meet with students of similar interests		3.095
Opportunity to study on the campus		3.304

TABLE 9

PERSISTENCE/RETENTION DATA. Student persistence or retention is strongly linked to student satisfaction with the various components of the college experience. The items selected for inclusion in this portion of the questionnaire were those which had been identified in the interview process as contributing to the decision of the students to persist in college attendance. (See Appendix B, Section N.) Students were asked to rate each of the items, and identical items were included in the questionnaire administered to faculty and staff. (See Appendix C, Page 3.) The mean responses of both groups are included in TABLE 10, which follows.

Generally, the responses of both groups were similar. However, the faculty did not value either the social life of the campus or the campus government as highly as did the students, and these differences were significant. Students did not rate the campus housing, auxiliary services, nor the sense of community on the campus as highly as did the faculty.

The two groups of respondents were asked also to select the programs and services which they perceived as most important to persistence in college education. Their responses are noted in TABLE 10.

The data reported in TABLES 10 and 11 were used extensively in developing the educational model which follows in CHAPTER 4.

PERSISTENCE/RETENTION FACTORS

PLEASE RATE EACH OF THE FOLLOWING FACTORS YOU EXPERIENCED ON THE DOHENY CAMPUS AS IMPORTANT TO YOU IN HELPING YOU TO DECIDE TO CONTINUE YOUR COLLEGE EDUCATION AT MOUNT ST. MARY'S COLLEGE, EITHER ON THE CHALON OR THE DOHENY CAMPUS.

4 = Very Important 3 = Important 2 = Unimportant 1 = Very Unimportant 0 = Cannot rate

	MEANS	
	N=146 STUDENTS	N=46 FACULTY
1. Sense of community experienced at Mount St. Mary's College/Doheny Campus	3.245	3.711
2. Opportunity on the campus for religious faith-sharing experiences	2.558	2.644
3. Availability of the Campus Minister and the activities of the Campus Ministry Center	2.320	2.422
4. Campus climate offered by all-woman student body	3.197	3.221
5. Social life of the College	3.082 *	2.266
6. Associated Student Body and its role in all-college decision-making	2.789 *	1.932
7. Quality of counseling and/or instruction toward personal growth and development	3.370	3.444
8. Campus climate which encourages study and learning	3.619	3.644
9. Shuttle service between the two campuses	2.422	2.422
10. Services of the Career Center	2.660	2.318
11. Campus housing	2.856	3.178
12. Extent of financial aid available to you	3.367	N/A
13. Extent of financial aid counseling	3.075	2.956
14. Quality of student support services, including Food Service, Bookstore, Registrar's Office and Business Office	3.286 *	3.889
15. Communication on campus, including Doheny Happenings	3.429	3.101

* Indicates difference is significant

TABLE 10

PERSISTENCE AND RETENTION: PREFERENCES

PLEASE SELECT FIVE OF THE ABOVE ITEMS WHICH YOU JUDGE TO BE MOST IMPORTANT TO YOUR DECISION TO CONTINUE YOUR COLLEGE EDUCATION AND TO CONTINUE IT AT MOUNT ST. MARY'S COLLEGE.

STUDENT RESPONSES (Listed in order of preference)	FACULTY RESPONSES (Listed in order of preference)
12. Extent of financial aid available to you.	1. Sense of community experienced at Mount St. Mary's College, Doheny Campus
8. Campus climate which encourages study and learning	3. Availability of the Campus Minister and the activities of the Campus Ministry Center
1. Sense of community experienced at Mount St. Mary's College	2. Opportunity on the campus for religious faith-sharing experiences
7. Quality of counseling and/or instruction	5. Social life of the College
5. Social life of the College	6. Associated Student Body and its role in all-college decision-making

TABLE 11

The responses or preferences of the students and the faculty showed considerable variation as opposed to their preferences in choosing campus programs and services. (See TABLE 8.) Both groups included the sense of community and the social life of the College, but differed in their choice of the remaining three items. The religious atmosphere of the campus is of more importance to the faculty than to the students. The urgency of having adequate financial aid for the minority students is very clear, given the selection which was the first priority of the students.

STUDENT OUTCOMES DATA. The final section of the questionnaire dealt with student outcomes. (See Appendix B, Section O.) These data are presented for the entire sample (N = 146) in TABLE 12. The students perceived themselves as having gained considerable strength in the areas which were listed. They continued to show the strong determination to gain the BA/AA degree, as was evident in the responses concerning their initial entrance to college.

STUDENT OUTCOMES

COMPARED TO WHEN YOU ENTERED MSMC, HOW WOULD YOU RATE YOURSELF IN THESE VARIOUS AREAS:

4 = Much stronger 3 = Stronger 2 = No Change 1 = Weaker 0 = Much Weaker

		N = 148 MEANS
1.	Ability to think logically	3.133
2.	Ability to work independently	3.333
3.	Confidence about academic skills	3.150
4.	Determination to obtain an A.A. degree	3.271
5.	Determination to obtain a B.A. degree	3.619
6.	Ability to use library resources	2.884
7.	Ability to write clearly and correctly	3.231
8.	Knowledge and skills for a career and/or a job	3.211
9.	Awareness and appreciation of cultures other than your own	3.177
10.	Appreciation of your own culture	3.129
11.	Understanding of scientific work	2.688
12.	Ability to use computer and word processor	2.752

TABLE 12

The data on outcomes were divided into two sub-groups to test for significant differences, based on length of time of attendance. TABLE 13 shows the mean responses of the two groups: those in attendance less than 4 semesters, and those in attendance for 4 semesters or more.

STUDENT OUTCOMES

COMPARED TO WHEN YOU ENTERED MOUNT ST. MARY'S COLLEGE, HOW WOULD YOU RATE YOURSELF IN THESE VARIOUS AREAS:

4 = Much Stronger 3 = Stronger 2 = No Change 1 = Weaker 0 = Much Weaker

		< 4 Semesters (N = 115)	MEANS	> 4 Semesters (N = 30)
1.	Ability to think logically	3.304		3.276
2.	Ability to work independently	3.304		3.379
3.	Confidence in academic skills	3.130		3.207
4.	Determination to obtain an A.A. degree	3.391	*	2.852
5.	Determination to obtain a B.A. degree	3.591		3.690
6.	Ability to use library resources	2.826		3.034
7.	Ability to write clearly and correctly	3.226		3.241
8.	Knowledge and skills for a career and/or a job	3.191	*	3.310
9.	Awareness and appreciation of cultures other than your own	3.122	*	3.345
10.	Appreciation of your own culture	3.096	*	3.241
11.	Understanding of scientific work	2.536	*	3.207
12.	Ability to use computer and word processor	2.708		2.931

* Indicates differences are significant

TABLE 13

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The responses which the two groups of students gave to these items indicate a strong sense of the positive effects of their collegiate experience at Mount St. Mary's College. The differences between the two groups were significant in five areas. The students who were in attendance four semesters or longer (> 4) indicated greater gains in the areas of awareness and appreciation of their own and other cultures. The greatest difference occurred in the advanced understanding of scientific concepts reported by the (> 4) semester group. Neither group showed strong gains toward computer literacy.

The (< 4) semester group indicated a strong determination to obtain the A.A. degree, whereas many of the (> 4) group already had completed the A.A. degree.

These data are explained more fully in the educaticnal model which is described in the following chapter.

CHAPTER IV

EDUCATIONAL MODEL

INTRODUCTION

The educational model which is described in this report is operative on the Doheny Campus of Mount St. Mary's College, Los Angeles, California. The model has been validated by the research protocols described earlier in the report.

This model has proved to be successful in the education of minority women, particularly during the first two years of college attendance. However, the model has wide applicability, and students who are not classified as minorities are equally successful in achievement and persistence. Because the model is educationally sound, it describes the best in educational practice, irrespective of the ethnic background of the students who might be enrolled in the program as described.

In describing the model, no distinction was made between the components which foster academic achievement versus those components or variables which tend to promote persistence. Such a distinction is artificial, since achievement and persistence are so interrelated.

However, the elements of the model are developed as a hierarchy, and this arrangement should be of assistance to the reader in distinguishing the primary, or critical, variables from those which are considered secondary. In analyzing a college environment within the parameters of this model, it is important that institutions not concentrate excessively in attacking secondary variables to the exclusion of those which are considered primary.

ELEMENTS OF THE MODEL: MOUNT ST. MARY'S COLLEGE

A. SUPPORTIVE CAMPUS CLIMATE. The most critical component of this educational model is that of campus climate. The importance of this variable is related directly to the centrality of the student in the educational process, and thus to the growth and progress of the individual student. All students, but especially minority students, need to function in a non-hostile environment, and need to feel accepted and respected for their own worth.

The students at Mount St. Mary's College supported campus climate as being most important to their success as individuals and to their persistence in college. They rated the campus climate of the Doheny Campus highly, and also the various components of campus climate which were spelled out in the questionnaire which was administered. (See Appendix B.)

Each campus develops a climate which is idiosyncratic, as has Mount St. Mary's College, Doheny Campus, and a climate is never emulated in its entirety.

However, the basic components which make up the supportive campus climate are present to some degree on every campus, and play a critical role in the development and academic success of the students.

The supportive campus climate includes the following components:

1. Campus Climate of Warmth, Trust and General Caring. Such a campus presupposes the presence of individuals who take a personal interest in each student. This interest must be genuine, and must be perceived by the students as genuine. Such individuals include faculty, staff, and all who interact with the students in any way. They relate to the students as persons and as unique individuals.

2. Active Concern for Student Needs and for assisting students in meeting their needs. This involves an affirming of the individual student in terms of potential, abilities, skills, gifts, talents, worth and uniqueness. This concern can be conveyed to the student only if it springs from a conviction that each student can succeed and that the role of the college is to facilitate that success.

3. Sense of Community which is campus-generated and fulfills belonging needs. This condition presupposes the caring individuals described above, but also includes the interactions which the students experience in their campus life. The sense of community involves a common goal which is shared by all, and is perceived to be primarily the development and growth of the students.

4. Counseling Services to support needs of students. These include helping students with the inadequacies, feelings of self-defeat, and the fears and anxieties which may accompany their initial experiences in college life. Counselors stress the potential of each student for success, and begin immediately to develop a strong self-image for each individual student.

   Counseling services also assist the students to identify and clarify their own educational goals and aspirations. Motivation and persistence are strongly related to the meaning and importance which the students attach to careers and to the personal, social and intellectual development inherent in the college experience.

B. ADEQUATE ACADEMIC SUPPORT SERVICE. The academic success of students, particularly for those who may have entered college with less than a strong high school record, is related to a number of variables which make up the academic support services. Students are greatly assisted and encouraged by those services which compliment the traditional course work and general instructional offerings. The importance of this support system is directly related to the component of meeting individual needs.

The students of Mount St. Mary's College endorsed strongly the network of academic support services which the College provides, and considered them very important, second only to the campus climate described above. The use which they make of these services is indicative of the importance which they assign to them. These services provide assistance far beyond the pattern of a set number of instructional sessions followed by individual study and review. The support services provide opportunity for clarification and for reinforcement, both of which are essential to the academic progress of the minority student.

The academic support services include the following components:

1. Learning Resource Center. This campus unit is a center where the students have the opportunity to learn study skills, time management, and problem-solving. It is critical to the success of the students at Mount St. Mary's College, Doheny Campus. It is through the Learning Resource Center that students receive individual and group tutoring, both from staff and from peers. It has been found advisable to *require* participation in the Learning Resource Center, based on the individual needs and progress of each student.

   The Learning Resource Center is fully staffed with competent professionals who are familiar with learning theory and skills development. Individuals with teaching experience function well as staff to a learning center. The Learning Resource Center at Mount St. Mary's College is staffed entirely by professionals with extensive teaching experience, ranging from elementary school through junior and senior college.

   The Learning Resource Center at Mount St. Mary's College functions as a support service to the students, and the hours of service meet students' needs. On many campuses, students are not able to spend time during the day on the campus, and thus it is important that the Center be open during evening hours for these schools.

   The Learning Resource Center functions also as a strong support service for faculty. Instructors are in a position to assess students' needs for

reenforcement and clarification, and they are not in a position to give this individual assistance to each student. The Learning Resource Center serves as a referral service, and is immediately available to both the faculty and their students.

2. Campus Climate Conducive to Study and Learning. To the degree that the campus climate fosters the academic progress of the student, it can be classified as an academic support service. Initially it is the college itself which creates this climate, but ultimately it is reenforced by the students themselves, and study habits which they develop.

   The students rated the campus climate at Mount St. Mary's as a positive support service. Areas of study are adequate for student needs, and requirements for quiet and consideration of others are enforced firmly and consistently. Hours for study are flexible, and study areas are used very heavily in the evening hours. The hours are scheduled to accommodate the needs of both commuter and resident students.

   The campus climate which is conducive to study and learning is reenforced when the students have learned time management and have developed their individual study skills. These learnings generally take place through participation in the Learning Resource Center. The required Freshman Orientation, described in the next section (3), may also serve in the transmittal of these essential skills.

3. Freshman Orientation Class (Required). This is referred to as Freshman Seminar or a similar title on many campuses, but the basic thrust is common to most campuses. It is a form of orientation to campus life, and is of vital importance to students in making the transition between high school and the more rigorous demands of college life.

   Besides identifying student needs and problems, the Freshman Orientation Class at Mount St. Mary's familiarizes the student with the cycles of academic life, such as deadlines, examination schedules, and grading periods. For minority students in particular, there may be a major gap in their understanding of the college's expectations, since often they are the first member of their family to enroll in college. It is important that this information be given to the students and that they have an understanding of the expectations of college academic life.

Since the number of students in the seminars must be limited, several sections are usually required to accommodate the members of an entering class. It is essential that the instructors for these sections present the same information to the students, and also achieve some uniformity in their expectations of student performance in the seminars.

The Freshman Seminar also attempts to stimulate student involvement on campus. Resource persons may explain clubs, activities, etc. They also introduce the student to the services which are available to them, such as counselors, health professionals, and other resource persons.

The sample of students who participated in this study did not rate the Freshman Orientation Class as positively as did the faculty members. Comments made would indicate that some students felt that they did not need the information which made up the content of the course, and thus this particular class should not be required of entering students.

4. Student Progress Tracking. In order to keep both students and faculty adequately informed as to academic progress, a clear and easily-understood tracking system needs to be developed. One of the components of the system is some form of early-warning strategy which is immediately available to the students. Students should know very early in the semester as to the progress they are making, and the needed referrals should be made at appropriate junctures in the semester.

Students are tracked at Mount St. Mary's and their progress is carefully monitored. Students value this procedure, which supports the concern of the College for the individual student and for her progress. In particular, they were enthusiastic about the early warnings which they receive.

The tracking system is effective only if the remediation and follow-up are consistent. The individual professor or advisor makes recommendations for corrective action, and this involves some administrative action, usually from the Office of the Dean. This may constitute intrusive counseling or advisement, but this method is most effective in dealing with first- or second-year students, and this is particularly true of minority students.

C. ADEQUATE ACADEMIC PROGRAM. The academic support services have been discussed as the second component of the educational model. Students at Mount St. Mary's College rated these services above the academic program itself, if the goals of a sound college education are to be achieved. Thus these comprise the second component of the model, and are followed by the third component, the adequate academic program.

The academic program is the heart of any college. All students, including minority students, need to learn and need good teaching. The content of the learning experiences does not consist of a diluted series of learnings, nor is it in any way inferior to the general content expected in college-level courses. Students may need additional skills training, and the college must be prepared to make available some forms of compensatory education, as was discussed above. The teaching methodologies utilized by the faculty may be of a different nature than those with which many faculty are most familiar, and in-service education thus becomes a vital necessity in order to provide the adequate academic program.

The students gave strong support to the academic programs at Mount St. Mary's College. In some cases, such as their assessment of the teaching strengths of the faculty, they were more supportive than were the faculty themselves. (See Table 7, page 15.) Their assessment indicated a strong measure of satisfaction with the academic offerings of the campus, even though in order of importance, students felt that the support services were more critical to their success and persistence.

The adequate academic program includes the following components:

1. Individual Testing and Placement. This educational model does not assume that all students are ready to enter a block of required courses and that each student will be successful in completing such a course sequence. Rather, the basic assumption is that the individual needs and strengths will direct the course selection, which presumes well-informed, properly directed educational planning.

   The first step in educational planning is the required diagnostic testing of the individual prior to enrollment in the course sequence. All students entering Mount St. Mary's College are individually tested in an effort to ascertain the correct placement and course selection. Using the results of the diagnostic testing, the advisor assigns the student to the appropriate classes, including learning/study skills classes. Students whose test results indicate a need for developmental classes are given no option in deciding to elect such courses.
   The testing and placement are handled by the staff assigned to a testing/placement unit, designated as the Advisement Center. This unit also follows the student, administering the appropriate post-tests to determine student progress and subsequent placement.

This follow-up activity is a vital part of the comprehensive educational planning for each individual student. The staff of the Advisement Center are maximally effective if they are able to maintain close working relationships with the faculty members and with the staff of the Learning Resource Center.

The testing and placement program at Mount St. Mary's did not receive a favorable endorsement, either from the faculty or staff. The response was not interpreted as a lack of support for the educational concept, but rather as an area for intensive review and possible strengthening of procedures and outcomes. The response suggests that administrators/staff should determine this activity as an area of priority for future upgrading.

2. Curricula Consistent with Students' Diagnosed Needs. The curriculum must include courses which begin at students' diagnosed skill levels and preparation, as well as some courses which are designed to build skills and to reenforce basic learnings.

These courses complement the courses in the required majors and the core curriculum, but are not substitutes for the basic requirements. Colleges may designate these as credit or non-credit courses, or may determine some other designation. However, it is important that the purpose of these courses be understood by both students and faculty.

Students who fail to show satisfactory progress may be required to repeat the skills courses until sufficient mastery is demonstrated. Tutorial assistance is available to the students in these classes.

The Learning Skills courses at Mount St. Mary's College, Doheny Campus, are not viewed as remedial courses in a negative sense. Students generally view these as an unusual opportunity to increase their competencies, chiefly in the areas of literacy skills. The responses of the students to the questions posed in the research study, revealed no negative assessments of the Learning Skills courses.

3. Competent, Skilled Faculty. The role of the faculty in the provision of an adequate academic program is critical. Not only must these individuals be experts in their fields, but must also have mastered a number of teaching methodologies or strategies, and must be able to use these as the need indicates. The didactic-lecture method is most commonly used at most

colleges, although it is not necessarily the most effective.

It is ironic that many college faculty receive an excellent and thorough grounding in their discipline, but often are not exposed to modalities of communicating their knowledge to others, even though their educational goal may have been to qualify as a teacher.

Colleges need to provide the necessary in-service training to strengthen the teaching skills of the faculty. This can be difficult and requires sensitivity, but most campuses have the resources to provide the assistance needed. The faculty members have individual needs to be met, as do the students, and the amount of in-service education provided will vary with the individual.

Ideally, the in-service education is provided by faculty/staff from within the college, and is used as a modelling strategy. Faculty are exposed to various methodologies which are reenforcing, and which include questioning skills, problem-solving approaches, and modes of involving students. They are given the opportunity to apply their new skills within the in-service setting. Frequently they may request and receive additional assistance from their peers, such as observations of their teaching, video taping of their teaching, and subsequent peer evaluations.

Mount St. Mary's College provides a variety of opportunities for faculty to experience alternate teaching methods, usually in the setting of the Doheny Campus. The sessions which are held are usually well-attended and receive favorable review. In comparing the responses of faculty and administrators to the in-service opportunities for faculty, the administrators rated these more favorably than did faculty. Faculty would welcome additional training opportunities, chiefly accompanied by some type of peer interaction and evaluation.

4. Reliable Academic Advisement. Academic advisement is a key component in the performance of minority students in the first and second years of their college education. Such advisement should be required at specified intervals during the academic term.

Academic advisement has been considered traditionally as the role of faculty, although many other individuals are engaged in this activity where faculty

have been unable to handle heavy loads of advisees. It is important that the assigned advisors be extremely knowledgeable if the advising is to be characterized as reliable. For many students this advisement is the critical factor in their persistence toward degree completion.

It is not sufficient to assume that all faculty or staff are knowledgeable and reliable academic advisors. The academic administrators of a college should interact with the advisors, and determine if these individuals need additional training to enhance the value and reliability of their advising. The college should be prepared to provide such support as needed to all of those who are charged with advising the students.

The academic advising of students is closely monitored on the Doheny Campus of Mount St. Mary's College. Students indicated, through their responses to the questionnaire, a strong support for the provision of adequate and reliable advisement. It is an area of college life which needs on-going scrutiny, since the advisors may be changed somewhat frequently.

5. Library with Adequate Holdings, particularly in the area of multi-cultural, multi-ethnic issues. The library is an essential component of the academic program for all students, including minority students. However, it is essential that the holdings in the library show the interest and commitment of the college to the diversity of the student body. This will include some publications in the native language of the minority student.

   The student sample at Mount St. Mary's College supported the need for a strong library, but both students and faculty gave the library on the Doheny Campus very low ratings. Since a new library is projected for this campus, the research survey gave added impetus to the urgency of the project.

D. GENERAL STUDENT SUPPORT SERVICES. There are a number of general support services expected on any campus, and these can be most important to the success of minority students. Not all of these services are equally essential, nor will all students be in a position to take advantage of the complete array of services which are available. However, a college which respects the diversity represented in its student body will give evidence of this support in the completeness of the services which are provided.

The general student support services include the following components:

1. Multi-Cultural, Multi-Ethnic Awareness. Knowledge of and respect for the diverse cultural heritages of the student is fostered in a number of modalities, including a multi-cultural component in academic courses, student clubs and organizations, campus jobs, campus government, and the campus activity program. Students may enter college with very little awareness of their own cultural backgrounds, but through exposure to the campus programs they develop an awareness and appreciation which may be a very rich experience for them.

   In the data related to outcomes, the students from Mount St. Mary's College reported strong gains in their awareness of their cultural heritage. There is a concerted effort on the campus to emphasize the cultural richness of the student body, and students responded positively to this focus.

2. Campus Housing. Residential facilities may contribute substantially to the success of the minority students on the campus. Not all students are able to avail themselves of the opportunity for campus living. However, such living is conducive to effective study habits, and always provides the opportunity for friendship and camaraderie. It is very supportive to students and is a salient factor in student persistence.

   For many of the minority students, the change of environment involved in establishing residence on the campus is critical to their success. For this reason, all possible aid should be extended to those students to bring them on the campus, if possible.

3. Financial Aid and financial aid counseling are services which are absolutely essential to student success and persistence in college. Most students require considerable information to understand the parameters of the available financial aid, the obligations assumed in accepting any of the educational loans offered, and the requirements of the individual college to meet financial obligations.

   The financial support must go beyond the costs of tuition and fees. The college needs to ascertain that the support is available to fulfill basic maintenance needs for food, housing, books, transportation, and

personal expenses.

The importance of financial aid cannot be stressed enough. Financial aid was considered to be the most important service offered by the sample of students at Mount St. Mary's College who participated in the study. It was also rated as the most influential single component related to their success and persistence in college.

4. Services of a Career Center. The campus should provide a resource through which the student may participate in the diagnosis of career interests, and in the assessment of the individual aptitudes and skills required for the careers of interest.

   The Career Center serves as a reference agency. Some students feel very certain of their goals, and feel very little need to consult the counselors in the Center. Other students discover that their goals are unrealistic, and the diagnostic testing is productive for them. Advisors must be sensitive to students' needs in these areas and direct them to the Center.

   The Career Center at the Doheny Campus of Mount St. Mary's College functions with one professional career counselor and secretarial staff. On a larger campus, this staffing pattern would not be adequate.

5. Social Life of the Student Body. A campus needs to provide socialization of the students, and this requires a planned program of activities, coordinated to the degree possible by the students themselves. Also, these activities must reflect the cultural diversity of the student body.

   At Mount St. Mary's College, the Director of Student Activities directs the planned social life program for the campus. The programs are very reflective of the cultural diversity of the student body and of the location of the Doheny Campus in downtown Los Angeles.

6. General Support Services, such as the Bookstore, Food Service, Registrar's Office, Business Office, and campus communication were also addressed by both students and faculty. The ratings given these services were in the middle to low range, with the exception of the campus newsletter. This newsletter is a weekly newsletter released by the Office of the Academic Dean. The paper is called Doheny Happenings, and the copies are distributed across the campus. Students felt that the publication provides a good

vehicle for campus communication.

E. COMMITMENT OF THE COLLEGE TO MINORITY EDUCATION. This factor was not addressed as a major component of the educational model per se. Nevertheless, it is an essential condition which precedes and supports the actual educational model, which is the delivery of educational services to the students.

In designing the survey instrument to assess the readiness of an institution to diversify its student body, a major emphasis was placed on the readiness of an institution, based on the extent of the commitment which it is willing to make. The leadership from the college's chief executive officers is vital.[15] These include the president of the institution and also the members of the Board of Trustees.

Nor is it sufficient that these individuals make this commitment in their meetings or executive sessions. These leaders need to be fully informed as to the implications of this commitment, and of the demands to be made upon the institution, such as the need to increase substantially the amount of financial aid to students. Moreover, the commitment must be shared with all of the campus personnel, and internalized by them as normative for the committed campus.

In the responses made to the items on the Institutional Readiness Survey, the Board of Trustees of Mount St. Mary's College indicated a very positive commitment to the education of minorities. This support is obviously a strong factor on this campus, since the College has an excellent record of success with its minority students. Without this firm support and encouragement, it can be concluded almost certainly that the College would not have been able to achieve so much and have developed its fine reputation for excellence with minority students. In particular, the amount of financial aid which this College has made available to minority students deserves special attention. As a private college, it must seek funds from a number of sources and this involves constant effort and persistence. The results of these efforts are outstanding, and the young women who have been educated at Mount St. Mary's College are the beneficiaries.

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[15]Green, op.cit., p. 163.

CONCLUSION

This report documents a major research effort on the **Minority Advancement Program** on the campus of **Mount St. Mary's College, Doheny Campus.** The findings, or educational model, are reported in CHAPTER IV and constitute the most significant portion of the study.

Every attempt was made to examine the working model from the standpoint of the generalizable variables which might have application on other campuses. There are certain intervening variables which affect to some degree the educational programs on this campus. However, the responses from the sample of students who participated indicated that these were not significant. These include the size of the campus, the composition of the student body (all women), and the religious affiliation of the campus. This study is not a definitive statement on the actual effects of these variables, since it was not the purpose of this study to make such a definition.

The model is useful in that five significant areas were analyzed for their relevancy in meeting the need of students, particularly minority students who might have a number of academic deficiencies to correct before full participation in a college curriculum. If these educational components can be provided on a campus, the chances for the success of minority students will be greatly enhanced.

APPENDIX A

INSTITUTIONAL READINESS ASSESSMENT

APPENDIX A
INSTITUTIONAL READINESS ASSESSMENT

INSTRUMENTATION

The Institutional Readiness Assessment instrument was developed primarily for implementation in the dissemination phase of the project. The instrument will be useful for institutions developing programs in minority education, and will serve as an evaluating procedure for colleges already accommodating a diverse student body.

The instrument was tested initially with a small group of faculty and administrators from the Doheny Campus of Mount St. Mary's College. Later it was used with a larger sample of faculty and administrators from both the campuses of the College. The instrument was administered also to the members of the Board of Trustees of the College.

ANALYSIS OF RESULTS

The responses of the three groups were tabulated and measures of central tendency were computed. The mean scores of the three groups are reported in TABLE 14 which follows.

In general, all participant groups perceived a high level of institutional support for low income/minority students at Mount St. Mary's College. Some differences in group perceptions were indicated, as are reported in Table 14.

The group with the highest number of filtered items (responded by indicating "0 = No knowledge") was the faculty. This number was consistently higher than either administration or the Board of Trustees. The latter might have been expected to report the highest number of filtered items. Apparently faculty at MSMC focus primarily on their teaching function and are not well-informed, either by intent or because information may not have been available as to the administrative or other functions noted in the questionnaire.

The scores of the members of the Board of Trustees were the highest reported, with the exception of the filtered items. The Board of Trustees indicated a very strong commitment to the education of minorities at the College (see Item 2, Table 14), but this was not supported as strongly by either the faculty or the administration. This may need to be examined and the Board may decide to strengthen its position through a public affirmation within the College.

The items related directly to the instructional aspects of the College tended to draw lower ratings from faculty than from the administration. Faculty do not rate the pre-testing and placement of students as highly as administrators (see Item 25), but rate the placement of inadequately prepared students slightly higher than do the administrators (see Item 26). Neither group rated these procedures highly. Faculty do not rate their opportunities for learning diverse teaching methodologies as highly as do administrators, and this difference is significant.

All groups agree on the need to upgrade the library services and resources, which finding should be most helpful to the administration charged with improving the library and/or the construction of a new library.

The differences which are noted above are illustrative of the data which are yielded by the administration of this questionnaire. There are other areas which, if given careful study by the administrators and others, may become areas of intensified effort or redirection. Such information and subsequent action form the rationale for the use of this instrument, and indicate its potential value for academic institutions.

INSTITUTIONAL READINESS SURVEY

SCALE: 0 = No Knowledge 3, 4 = Somewhat descriptive
1, 2 = Not descriptive 5, 6 = Very descriptive

SURVEY ITEMS	MEANS TOTAL	TRUST.	ADM.	FAC.
1. The mission statement of the College expresses commitment of the College to the education of all qualified applicants, including the members of racial and ethnic minorities.	5.000	5.250	4.615	5.037
2. The Board of Trustees of the College has made an informed commitment to the education of the minorities at the College.	4.429	5.313	4.077	4.074
3. The chief administrators of the College have made an informed commitment to the education of the minorities at the College.	5.345	5.563	5.000	5.385
4. The faculty of the College are aware of the impact of diversifying the student enrollment and are generally in support of it.	4.509	4.600	4.154	4.630
5. The College will spend/has spent additional funds, principally for scholarships, in the support of a diversified student body	4.875	5.400	4.615	4.704
6. Students and alumnae, as well as the College staff, are supportive of the efforts of the College to educate minority students.	4.218	4.867	4.000	3.913
7. The campus climate is friendly and caring, and one in which students feel welcomed and valued for themselves.	5.019	5.267	4.615	5.079

SURVEY ITEMS	MEANS TOTAL	TRUST.	ADM.	FAC.
8. Individuals on the campus take a personal interest in students, and affirm students as persons in terms of potential, gifts and uniqueness.	5.056	4.933	4.847	5.231
9. Minority faculty members and staff are well represented on the campus.	2.964	3.688	2.231	2.889
10. Cultural awareness sessions are held for administrators, faculty members and support staff.	3.473	2.563	3.538	4.000
11. The orientation program for students emphasizes cultural sensitivity as a part of its content.	2.250	2.938	2.385	1.778
12. Required courses focus on sensitivity to minority cultures.	2.911	3.500	2.462	2.778
13. There is a close working relationship between the academic affairs administration and student affairs staff in planning and monitoring all student services.	2.804	3.563	2.692	2.407
14. Campus social and cultural educational organizations produce a program which includes the celebrating of the international and multicultural heritages of the students.	3.418	3.688	4.308	4.296
15. The institution has identified high schools with a high concentration of minorities for priority in the recruitment of students.	3.418	3.688	4.333	2.852
16. The staff in the Admissions Office has been trained, through workshops, consultants, etc., as to the strategies to be employed in the recruitment of minority students.	1.945	2.625	2.083	1.484
17. The College conducts financial aid workshops for prospective students and their parents as an essential component of the recruitment process.	3.473	3.813	3.667	3.185
18. The College has provided a direct phone access to the Admissions Office, without the student incurring long-distance charges.	3.236	0.875	4.833	3.921

	SURVEY ITEMS	MEANS TOTAL	TRUST.	ADM.	FAC.
19.	College staff assist students and parents to complete financial aid forms and other forms necessary to admission and/or enrollment.	5.564	4.125	3.750	3.148
20.	Need-based financial aid is made available to minority students.	4.909	5.133	4.846	4.815
21.	The College has flexible admissions standards and the admission of minority students is handled case by case, with the potential for success as the chief criterion for admission.	4.537	4.733	5.000	4.222
22.	The College will/does admit a sufficient number of minority students, so that they have a supportive cohort on the campus.	5.036	5.600	4.615	4.926
23.	A summer skills program is available, and minority students may be required to complete such a program when appropriate.	4.345	3.400	4.769	4.667
24.	The College has established realistic dates for submission of forms and does not expect advance payments for enrollment from minority students.	2.655	1.067	4.615	2.593
25.	All entering students are pre-tested and placed in an appropriate course sequence based on test results.	3.946	2.875	4.769	4.185
26.	Students who are inadequately prepared in literacy skills and/or mathematical skills are tested after each skills course and are given schedules appropriate to the progress they have made.	3.375	2.500	3.615	3.778
27.	A special orientation course, or freshman seminar, is required for at least one semester of every freshman or transfer student.	4.143	2.563	5.231	4.556
28.	There is an early warning system by which students are alerted to possible academic difficulties and receive timely advice and assistance.	4.929	4.688	5.077	5.000
29.	Intensive academic advising and/or mentoring is provided to all minority students for at least their first year of attendance.	4.641	4.938	4.462	3.538

	SURVEY ITEMS	MEANS TOTAL	TRUST.	ADM.	FAC.
30.	Opportunities have been provided to prepare faculty in teaching methodologies other than the lecture method.	3.732	2.938	4.308	3.926
31.	Academic standards are maintained in all classes, even though the teaching methodologies may vary.	4.214	4.563	3.385	4.407
32.	A Learning Center, open at least some evenings, provides students the opportunity for individual and peer tutoring.	4.055	4.438	4.308	3.692
33.	Some students are required to study and/or receive assistance in the Learning Center.	4.232	3.938	4.538	4.259
34.	There is a provision on campus for all students to become computer-literate before graduation.	3.000	2.000	3.615	3.296
35.	Some classes are held in late afternoon or evening to accommodate working students.	4.589	4.875	4.154	4.630
36.	Two-year degrees (Associate in Arts) are available to all students.	5.405	5.500	5.561	5,235
37.	The College has a career advisement service with information files and with the services of a career counselor.	5.161	5.438	4.592	4.815
38.	Students have access to personal counselors to handle problems other than academic.	4.964	5.431	4.592	4.815
39.	Students have access to adequate health and physical fitness services and/or classes.	4.518	5.063	3.923	4.481
40.	The College maintains a library with holdings that feature ethnic cultures and histories.	3.482	3.688	3.385	3.407
41.	All students, including minority students, have access to a file with sources of information on the courses in which they are enrolling; e.g., course abstracts, course syllabi, previous examinations, course tests, etc.	1.821	2.125	1.462	1.815
42.	Student achievement, including minority students, is recognized through personal letters, phone calls, publications, and/or honor roll lists.	4.571	4.813	4.308	4.556

TABLE 14

INSTITUTIONAL READINESS ASSESSMENT

MINORITIES ASSESSMENT PROJECT

MOUNT ST. MARY'S COLLEGE

Copyright 1990, Mount St. Mary's College

This questionnaire is intended for the use of the personnel of colleges that are considering diversifying their enrollment on the campus, notably to include members of racial and ethnic minorities. It will be useful also for personnel in colleges that have accepted a diverse student body and wish to evaluate their institutional strengths to accommodate such diversity.

In this context, racial and ethnic minorities are usually considered to be Hispanic, Black, Asian, and Native American.

DIRECTIONS: Please answer each one of the items, if possible. Use the "no knowledge" category sparingly. Some items may seem to pertain to the education of all the students, but they are especially significant in the education of minorities. Rate the item *AS A WHOLE*, as you make your assessment.

SCALE:
0 (no knowledge)
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

A. INSTITUTIONAL COMMITMENT

1. The mission statement of the College expresses the commitment of the College to the education of all qualified applicants, including the members of racial and ethnic minorities.

0	1	2	3	4	5	6

2. The Board of Trustees of the College has made an informed commitment to the education of the minorities at the College.

0	1	2	3	4	5	6

3. The chief administrators of the College have made an informed commitment to the education of the minorities at the College.

0	1	2	3	4	5	6

SCALE: 0 (no knowledge)
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

4. The faculty of the College are aware of the impact of diversifying the student enrollment and are generally in support of it.

0	1	2	3	4	5	6

5. The College will spend/has spent additional funds, principally for scholarships, in the support of a diversified student body.

0	1	2	3	4	5	6

6. Students and alumnae, as well as the College staff, are supportive of the efforts of the College to educate minority students.

0	1	2	3	4	5	6

B. CULTURE/CLIMATE

7. The campus climate is friendly and caring, and one in which students feel welcomed and valued for themselves.

0	1	2	3	4	5	6

8. Individuals on the campus take a personal interest in students, and affirm students as persons in terms of potential, gifts, and uniqueness.

0	1	2	3	4	5	6

SCALE: 0 (no knowledge)
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

9. Minority faculty members and staff are well represented on the campus.

0	1	2	3	4	5	6

10. Cultural awareness sessions are held for administrators, faculty members and support staff.

0	1	2	3	4	5	6

11. The orientation program for students emphasized cultural sensitivity as a part of its content.

0	1	2	3	4	5	6

12. Required courses focus on sensitivity to minority cultures.

0	1	2	3	4	5	6

13. There is a close working relationship between the academic affairs administration and student affairs staff in planning and monitoring all student services.

0	1	2	3	4	5	6

14. Campus social and cultural educational organizations produce a program which includes the celebrating of the international and multicultural heritages of the students.

0	1	2	3	4	5	6

SCALE: 0 (no knowledge)
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

C. ACCESS/ADMISSIONS

15. The institution has identified high schools with a high concentration of minorities for priority in the recruitment of students.

0	1	2	3	4	5	6

16. The staff in the Admissions Office has been trained, through workshops, consultants, etc., as to the strategies to be employed in the recruitment of minority students.

0	1	2	3	4	5	6

17. The College conducts financial aid workshops for prospective students and their parents as an essential component of the recruitment process.

0	1	2	3	4	5	6

18. The College has provided a direct phone access to the Admissions Office, without the student incurring long-distance charges.

0	1	2	3	4	5	6

19. College staff assist students and parents to complete financial aid forms and other forms necessary to admission and/or enrollment.

0	1	2	3	4	5	6

20. Need-based financial aid is made available to minority students.

0	1	2	3	4	5	6

SCALE: 0 (no knowledge)
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

21. The College has flexible admissions standards and the admission of minority students is handled case by case, with the potential for success as the chief criterion for admission.

0	1	2	3	4	5	6

22. The College will/does admit a sufficient number of minority students, so that they have a supportive cohort on the campus.

0	1	2	3	4	5	6

23. A summer skills program is available, and minority may be required to complete such a program when appropriate.

0	1	2	3	4	5	6

24. The College has established realistic dates for submission of forms for admission and enrollment and does not expect advance payments for enrollment from minority students.

0	1	2	3	4	5	6

D. ACADEMIC PROGRAMS

25. All entering students are pre-tested and placed in an appropriate course sequence based on test results.

0	1	2	3	4	5	6

SCALE: 0 (no knowledge)
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

26. Students who are inadequately prepared in literacy skills and/or mathematical skills are tested after each skills course and are given schedules appropriate to the progress they have made.

0	1	2	3	4	5	6

27. A special orientation course, or freshman seminar, is required for at least one semester of every freshman or transfer student.

0	1	2	3	4	5	6

28. There is an early warning system by which students are alerted to possible academic difficulties and receive timely advice and assistance.

0	1	2	3	4	5	6

29. Intensive academic advising and/or mentoring is provided to all minority students for at least their first year of attendance.

0	1	2	3	4	5	6

30. Opportunities have been provided to prepare faculty in teaching methodologies other than the lecture method.

0	1	2	3	4	5	6

31. Academic standards are maintained in all classes, even though the teaching methodologies may vary.

0	1	2	3	4	5	6

SCALE: 0 (no knowledge)
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

32. A Learning Center, open at least some evenings, provides students the opportunity for individual and peer tutoring.

0	1	2	3	4	5	6

33. Some students are required to study and/or receive assistance in the Learning Center.

0	1	2	3	4	5	6

34. There is a provision on campus for all students to become computer-literate before graduation.

0	1	2	3	4	5	6

35. Some classes are held in late afternoon or evening to accommodate working students.

0	1	2	3	4	5	6

36. Two-year degrees (Associate of Arts) are available to all students.

0	1	2	3	4	5	6

E. STUDENT SERVICES

37. The College has a career advisement service with information files and with the services of a career counselor.

0	1	2	3	4	5	6

SCALE: 0 (no knowledge)
1, 2 (not descriptive)
3, 4 (somewhat descriptive)
5, 6 (very descriptive)

38. Students have access to personal counselors to handle problems other than academic.

0	1	2	3	4	5	6

39. Students have access to adequate health and physical fitness services and/or classes.

0	1	2	3	4	5	6

40. The College maintains a library with holdings that feature ethnic cultures and histories.

0	1	2	3	4	5	6

41. All students, including minority students, have access to a file with sources of information on the courses in which they are enrolling; e.g., course abstracts, course syllabi, previous examinations, course tests, etc.

0	1	2	3	4	5	6

42. Student achievement, including minority students, is recognized through personal letters, phone calls, publications, and/or honor roll lists.

0	1	2	3	4	5	6

SCORING

To determine your final score, add up the total of scores and enter this number as (a) (a)_____

Indicate the number of items which you rated as 0 (no knowledge), and enter this number as (b) (b)_____

Multiply (b) by 3.5, and enter as (c) (c)_____

Add (a) and (c) and enter as Final Score *Final Score:* _____

* *

KEY

FINAL SCORE:	210 - 250+	Excellent to High
	170 - 209	Above Average to Average
	110 - 169	Below Average to Poor

* *

These scores are indicative of your commitment to accept and/or maintain a diversified student body on your campus. Your score also may tell you that some levels of the campus are very committed, but that this information has not been shared nor internalized by all significant persons on the campus.

Regardless of your score, study the items carefully to determine those in which you score low. Also, pay careful attention to items which were rated 0 (no knowledge) by a large number of responders. These items should become primary areas of concern, and probably some corrective actions are indicated.

If this form is to be administered to a number of groups on campus, such as Board of Trustees, faculty, and administrators, it is helpful to study separately the responses of each group.

APPENDIX B

STUDENT SURVEY

MOUNT ST. MARY'S COLLEGE
1989 STUDENT SURVEY

Copyright 1990, Mount St. Mary's College

Dear Student,

All of the information collected in this Survey will be kept confidential. It will only be used to evaluate the programs provided by Mount St. Mary's College. Your cooperation is very much appreciated.

INSTRUCTIONS: *CIRCLE* the number of your response or *FILL IN* the blank. If an item does not apply to you, you should write in *N/A* (not applicable). **DO NOT SKIP ANY ITEMS.**

A. Social Security Number _____ - _____ - _____

B. Birth Date_____/_____/_____

C. Major field of concentration (A.A. degree):

Business	1	Pre-Health Science	4
Early Childhood Education	2	Physical Therapist Assistant	5
Liberal Arts	3	Other	6

D. CIRCLE your response:

Full-time student	1	Part-time student	2

E. CIRCLE your response:

Commuter student	1	On-campus resident student	2

F. CIRCLE your response:

Marital status: Single	1	Married	2

G. Did either of your parents complete high school?

Yes	1	No	2

Have any of your brothers or sisters attended college?

Yes	1	No	2

Has anyone in your family completed a B.A. degree?

Yes	1	No	2

Has anyone in your family completed an A.A. degree?

Yes	1	No	2

What language(s) is (are) spoken in your home?

English	1	Spanish	2
		Other:_____	3

I. CIRCLE as many as apply: Ethnic Identity:

Black/Afro-American	1	Causacian/White	4	Mexican/American	7
Asian-American	2	Latina/Hispanic	5	Other_____	8
Indo-Chinese	3	American Indian	6		

J. How many semesters (including the present semester) have you attended Mount St. Mary's?

1	2	3	4	5	Six or more....6

K. Please rate each of the following services and/or programs provided for you at **Mount St. Mary's College, Doheny Campus.**

4 = Excellent 3 = Good 2 = Marginal 1 = Poor
0 = Cannot rate (did not participate)

1. Campus climate of warmth, trust and general caring.....	4	3	2	1	0
2. Concern felt for you personally and for your individual needs.....	4	3	2	1	0
3. Individual attention to students by faculty and/or staff members.....	4	3	2	1	0
4. General expertise of faculty.....	4	3	2	1	0
5. Clear, direct, and easily-understood teaching methods employed by the faculty...	4	3	2	1	0
6. Responsiveness of faculty to questions and to requests for further clarifications.....	4	3	2	1	0
7. Amount of outside study required by the faculty.....	4	3	2	1	0
8. Availability of reliable academic advisement.....	4	3	2	1	0
9. General services provided by the Learning Resource Center.....	4	3	2	1	0
10. Helpfulness of the staff in the Learning Resource Center.....	4	3	2	1	0
11. Individual testing and placement in appropriate courses.....	4	3	2	1	0
12. Collection of books and other materials in the Doheny Library.....	4	3	2	1	0
13. Helpfulness of the staff in the Doheny Library.....	4	3	2	1	0
14. Campus opportunities for enrichment through activities related to multi-cultural concerns.....	4	3	2	1	0
15. Required **Social Action Program** (or alternatives, where appropriate).....	4	3	2	1	0
16. **Freshman Orientation Class** (Group Experience Seminars).....	4	3	2	1	0
17. Information provided about academic standing and/or progress (Early Warning System).....	4	3	2	1	0

18. Please select *five* of the above items which you judge to be the most important to your achievement as a college student and/or to your determination to continue at **Mount St. Mary's College.** Place the number of the items below, with the most important item noted on the far left line, and continuing through the next four which you consider important.

_____ _____ _____ _____ _____

(Most important)

L. Please rate your satisfaction with the opportunities provided to you at **Mount St. Mary's College** during your attendance here.

4 = Very satisfied 3 = Satisfied 2 = Not satisfied 1 = Very dissatisfied
0 = Cannot rate (did not participate)

Opportunity to meet with an advisor.....	4	3	2	1	0
" to meet with instructors.....	4	3	2	1	0
" to meet with administrators....	4	3	2	1	0
" to meet with students of similar interests.....	4	3	2	1	0
" to study on the campus.....	4	3	2	1	0

M. Please rate each of the following factors as important to you in helping you to decide to pursue a college education at **Mount St. Mary's College, Doheny Campus.**

4 = Very important 3 = Important 2 = Unimportant 1 = Very unimportant
0 = Cannot rate

1.	Desire to obtain a college education.....	4	3	2	1	0
2.	Desire to qualify for a good position.....	4	3	2	1	0
3.	Teacher/counselor recommended **Mount St. Mary's College**.....	4	3	2	1	0
4.	Reputation of **Mount St. Mary's**.....	4	3	2	1	0
5.	Information about **Mount St. Mary's College** provided before you decided to enroll.....	4	3	2	1	0
6.	Monday at the Mount program.....	4	3	2	1	0
7.	High School Visits (busing program).....	4	3	2	1	0
8.	Summer Skills program.....	4	3	2	1	0
9.	S.T.E.P. Pre-college program.....	4	3	2	1	0
10.	Amount of financial aid offered by **Mount St. Mary's College/Doheny**.....	4	3	2	1	0
11.	The interest and assistance provided to you by the staff of the Admission Office...	4	3	2	1	0
12.	A specific program or specialization offered at **Mount St. Mary's/Doheny**.....	4	3	2	1	0

N. Please rate each of the following factors you experienced on the Doheny Campus as important to you in helping you to decide to continue your college education at Mount St. Mary's, either on the Chalon or the Doheny campus.

4 = Very important 3 = Important 2 = Unimportant 1 = Very unimportant
0 = Cannot rate

1. Sense of community experienced at Mount St. Mary's College/Doheny Campus.....	4	3	2	1	0
2. Opportunity on the campus for religious faith-sharing experiences.....	4	3	2	1	0
3. Availability of the Campus Minister and the activities of the Campus Ministry Center.....	4	3	2	1	0
4. Campus climate offered by an all-women student body.....	4	3	2	1	0
5. Social life of the College.....	4	3	2	1	0
6. Associated Student Body and its role in all-college decision-making.....	4	3	2	1	0
7. Quality of counseling and/or instruction toward personal growth and development.....	4	3	2	1	0
8. Campus climate which encourages study and learning.....	4	3	2	1	0
9. Shuttle service between the two campuses...	4	3	2	1	0
10. Services of the Career Center.....	4	3	2	1	0
11. Campus housing.....	4	3	2	1	0
12. Extent of financial aid available to you...	4	3	2	1	0
13. Extend of financial aid counseling.....	4	3	2	1	0
14. Quality of student support services, including Food Service, Bookstore, Registrar's Office and Business Office.....	4	3	2	1	0
15. Communication on campus, including Doheny Happenings.....	4	3	2	1	0

16. Please select *five* of the above items which you judge to be most important to your decision to continue your college education and to continue it at Mount St. Mary's College. Place the number of the items below, with the most important item noted on the far left line, and continuing through the next four which you consider important.

_____ _____ _____ _____ _____
(Most important)

BEST COPY AVAILABLE

O. Compared to when you entered **Mount St. Mary's College**, how would you rate yourself in these various areas:

4 = Much stronger 3 = Stronger 2 = No change 1 = Weaker 0 = Much weaker

1.	Ability to think logically.....	4	3	2	1	0
2.	Ability to work independently.....	4	3	2	1	0
3.	Confidence about academic skills.....	4	3	2	1	0
4.	Determination to obtain an A.A. degree....	4	3	2	1	0
5.	Determination to obtain a B.A. degree.....	4	3	2	1	0
6.	Ability to use library resources.....	4	3	2	1	0
7.	Ability to write clearly and correctly....	4	3	2	1	0
8.	Knowledge and skills for a career and/or a job.....	4	3	2	1	0
9.	Awareness and appreciation of cultures other than your own.....	4	3	2	1	0
10.	Appreciation of your own culture.....	4	3	2	1	0
11.	Understanding of scientific work.....	4	3	2	1	0
12.	Ability to use computer and word-processor.....	4	3	2	1	0

P. What are the most important strengths of **Mount St. Mary's College/Doheny** for you?

Q. What do you believe needs change or improvement at **Mount St. Mary's College/Doheny**?

APPENDIX C

FACULTY/STAFF SURVEY

MOUNT ST. MARY'S COLLEGE
DOHENY CAMPUS

FACULTY/STAFF SURVEY
DECEMBER, 1989

Dear Participant,

You are asked to complete this **Questionnaire** as an essential component of the **Assessment Project** which is presently being conducted on the Doheny Campus. The information which is collected will be used to evaluate and improve the programs provided by Mount St. Mary's College. Students who are currently enrolled in the Associate in Arts degree program at Doheny, or who have transferred to the Chalon campus from Doheny, are asked to complete a similar questionnaire. Comparison of responses will be a part of the analyses of the study.

YOUR COOPERATION IS VERY MUCH APPRECIATED. WE NEED YOUR RESPONSE.

Instructions: CIRCLE the number of your response or FILL IN the blank. If the item does not apply to you, you should write in N/A (Not Applicable). Please *do not skip any items.*

A. Name (optional) _____

B. CIRCLE your response:

Faculty member	1
Staff/Administrator	2

C. How many semesters (including the present semester) have you taught and/or worked at Mount St. Mary's College?

Chalon		Doheny (undergraduate only)	
	1		1
	2		2
	3		3
	4		4
	5		5
(Six or more)	6	(Six or more)	6

D. Sex

Female	1
Male	2

E. Do you speak any other language other than English?

Yes	1
No	2

If so, what languages?

Spanish	1
French	2
German	3
Japanese	4
Other	5

Please consider the importance of each of the following factors and/or programs as contributing to the educational achievement of the Associate in Arts student of Mount St. Mary's College. Rate *each* of the items as you perceive these to exist on the Doheny Campus at present.

4 = Very Important 3 = Important 2 = Unimportant 1 = Very Unimportant
0 = Unable to Judge

1.	Campus climate of warmth, trust and general caring	4	3	2	1	0
2.	Concern felt for students personally and for their individual needs	4	3	2	1	0
3.	Individual attention to students by faculty and/or staff members	4	3	2	1	0
4.	General expertise of faculty	4	3	2	1	0
5.	Clear, direct and easily-understood teaching methods employed by the faculty	4	3	2	1	0
6.	Responsiveness of the faculty to students' questions and to requests for further clarification	4	3	2	1	0
7.	Amount of outside study required by the faculty	4	3	2	1	0
8.	Availability of reliable academic advisement	4	3	2	1	0
9.	General services provided by the Learning Resource Center	4	3	2	1	0
10.	Helpfulness of the staff in the Learning Resource Center	4	3	2	1	0
11.	Individual testing and placement in appropriate courses	4	3	2	1	0
12.	Collection of books and other materials in the Doheny Library	4	3	2	1	0
13.	Helpfulness of the staff in the Doheny Library	4	3	2	1	0
14.	Campus opportunities for enrichment through activities related to multi-cultural concerns	4	3	2	1	0
15.	Required Social Action Program (or alternatives, where appropriate)	4	3	2	1	0
16.	Freshman Orientation Class (Group Experience Seminars)	4	3	2	1	0
17.	Information provided about academic standing and/or progress (Early Warning System)	4	3	2	1	0
18.	Stated philosophy of Mount St. Mary's College, as formulated by its founders, the Sisters of St. Joseph of Carondelet; its emphasis on education as ministry	4	3	2	1	0

Please select five of the above items which you judge most important to the achievement of the students of Mount St. Mary's College, Doheny Campus. Place the number of the items below, with the most important item noted on the far left line, and continuing through the next four which you consider important.

_____ _____ _____ _____ _____

(Most important)

Please rate each of the following non-academic factors as you judge these to be important to the satisfaction and persistence of the students who enroll in the program of Mount St. Mary's College, Doheny Campus.

4 = Very Important 3 = Important 2 = Unimportant 1 = Very Unimportant
0 = Cannot Rate

1.	Sense of community experienced at Mount St. Mary's College, Doheny	4	3	2	1	0
2.	Opportunity on the campus for religious faith-sharing experiences	4	3	2	1	0
3.	Availability of the Campus Minister and the activities of the Campus Ministry Center	4	3	2	1	0
4.	Campus climate provided by an all-women student body	4	3	2	1	0
5.	Social life of the college	4	3	2	1	0
6.	Associated Student Body and its role in all-college decision-making	4	3	2	1	0
7.	Quality of counseling and/or instruction toward personal growth and development	4	3	2	1	0
8.	Campus climate which encourages study and learning	4	3	2	1	0
9.	Shuttle service between the two campuses	4	3	2	1	0
10.	Services of the Career Center	4	3	2	1	0
11.	Campus housing	4	3	2	1	0
12.	Quality of student support services, including Food Service, Bookstore, Registrar's Office, and Business Office	4	3	2	1	0
13.	Adequacy of counseling through the Financial Aid Office	4	3	2	1	0

Please select five of the above items which you judge most important to the satisfaction and persistence of the students of Mount St. Mary's College, Doheny Campus. Place the number of the items below, with the most important item noted on the far left line, and continuing through the next four which you consider important.

_____ _____ _____ _____ _____
(Most important)

Comments: (Please use back of the paper, if necessary)